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## TRAINING MEN AND WOMEN FOR PUBLIC SERVICE

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When in 1909 effort was made to interest Mr. E. H. Harriman in the nation-wide need for municipal research, conditions in Philadelphia, Cincinnati, St. Louis, St. Paul, etc., were cited. Mr. Harriman replied, "This is not the time to think about St. Louis, St. Paul, Cincinnati and Philadelphia. We have been trying out the municipal research method in New York. We must first make that demonstration absolutely convincing. Whatever succeeds in New York will succeed in any other city, and then is the time to consider the extension of the municipal research method to all parts of the country."

When in 1910 Mrs. E. H. Harriman was told of requests for men to apply to a score of localities at local expense, the methods which had been convincingly demonstrated in Greater New York, she asked: "Will you not need soon a training school to ensure that the supply of men able to do what communities want shall keep up with the demands for more efficient government?"

The National Training School for Public Service, now being conducted by the New York Bureau of Municipal Research, is therefore grounded in five necessities: (1) The need for efficiency in government methods; (2) the need for efficient agencies to lead communities and to apply scientific methods to government; (3) the need for slow but convincing application of efficiency methods to public business; (4) the nation wide awakening to the need for both efficient methods and efficient agents; and (5) the need for accelerating the supply through a national training school

After her first question in January, 1910, Mrs. Harriman asked frequently for facts bearing upon the New York demonstration and upon the out-of-New-York interest in that demonstration. From the fall of 1910 to the spring of 1911 she asked one group after another of business and professional men the following questions:

1. Do you think efficiency of public business might be increased by any kind of training in advance of election or appointment to office?

2. Do you think efficiency of volunteer bodies, such as bureaus of municipal research, boards of trade, city clubs, etc., might be increased if there were available men trained to analyze the methods and results of public business and make constructive suggestions?

3. Do you think training for the study and administration of public business can be given best through university lectures or through field work?

4. Does municipal research with the sympathy and co-operation of the city administration in New York—which has already been promised by the mayor, comptroller, commissioner of accounts, presidents of Manhattan and board of aldermen, etc.—afford a suitable laboratory for such training?

5. Is the time ripe to begin such training?

She began with the then trustees of the Bureau of Municipal Research: R. Fulton Cutting, Bradley Martin, Jr., Victor Morawetz, John B. Pine, Henry L. Pritchett, Albert Shaw, Edwin R. A. Seligman, Frank Tucker and F. A. Vanderlip. She next asked a number of educators: Professor L. S. Rowe, president of the American Academy of Political and Social Science; President Humphreys, of Stevens Institute; President Hadley, of Yale; President David Starr Jordan, of Leland Stanford University; Professor Charles Zueblin, and Dr. Talcott Williams, the recently elected head of Columbia's School of Journalism; Professor Marion Parris, of Bryn Mawr. Thirdly, men in governmental positions were asked: Governor Wilson, Justice Hughes, Mayor Gaynor, Comptroller Prendergast, President McAneny, President Mitchel, Commissioner of Accounts Foedick. The answers from these persons, experienced in efficiency tests for private business, public business and education, have been printed in the *Announcement* which will probably be found by readers of THE ANNALS in their local library. They were unanimous in believing that, in addition to all that the universities, colleges and technical schools could do, field training was needed and the time was ripe to begin.

The question was then raised with a number of business men of New York, Chicago, Cleveland, and Cincinnati who were in posi-

tion not only to understand these needs but, if convinced, to contribute toward the founding and support of such a training school.

After questions, explanations and conferences the Training School for Public Service was announced on November 13, 1911, with the following as founders: George F. Baker, August Belmont, George Blumenthal, William P. Bonbright & Co., H. M. Byllesby, Andrew Carnegie, C. A. Coffin, Cleveland H. Dodge, M. Hartley Dodge, James Douglas, Robert Goelet, Mrs. E. H. Harriman, J. W. Harriman, Edwin Hawley, Myron T. Herrick, W. M. V. Hoffman, Samuel Insull, Otto H. Kahn, Adolph Lewisohn, Samuel A. Lewisohn, Clarence H. Mackay, J. P. Morgan, Frank A. Munsey, Stephen S. Palmer, M. J. Perry, George W. Perkins, Henry Phipps, John D. Rockefeller, Jacob H. Schiff, Mortimer L. Schiff, J. G. Schmidlapp, Howard C. Smith, Robert M. Thompson, Cornelius Vanderbilt, Felix M. Warburg.

The training school is conducted by the New York Bureau of Municipal Research and its men are assigned to tasks side by side with regular staff members.

The point of view of those who are now supporting and conducting the training school is well represented by an epigrammatic sentence from a letter by Dr. Marion Parris, of Bryn Mawr: "Students don't dare squint at a microbe with less than three years' graduate biology. Yet we turn people loose on the social fabric without any other doctorate than a kind heart." The kind heart referred to is, of course, frequently supplemented with the doctrines of political pull or personal ambition.

The aims of the training school were stated by the founders as follows:

To train men for the study and administration of public business.

To qualify men to meet the growing need for students and administrators competent (a) to test and (b) to improve methods and results of municipal service.

To publish facts which may be incorporated in text-books and lectures in teaching the relation to the public service of (a) political science, government and sociology; (b) accountancy; (c) engineering; (d) law; (e) public hygiene; (f) school administration; (g) journalism; (h) medicine, etc.

To furnish wherever practicable a connecting link between

schools and colleges and municipal or other public departments for practical field work.

To secure open discussion of public business which will emphasize the need for training on the part of officials and employees alike.

Men in training will be taught by doing and helping to do, not by listening. They must, through actual field work, equip themselves to learn whether and how time sheets are kept; how service records are installed; how efficiency tests are applied; how city contracts are enforced; how goods purchased and construction processes are inspected; how public hearings are conducted; how civic bodies may influence official action; how current and annual reports are prepared; how school children are examined for physical defects; how milk stations are conducted; how street cleaning, street gangs, clerks, etc., are tested; how salaries, grades and supplies are standardized; how efficiency of school work is tested and improved; how charters are studied, drafted, explained; how budget estimates are prepared, based on past experience and proved future needs, analyzed, studied, explained.

For example, New York City has decided to establish a municipal reference library as part of the New York public library. After conference with Dr. John S. Billings, director of the New York public library, one of the training school men is obtaining facts which will help in the organization of a municipal reference library and insure that the first documents put into that library are of a kind most certain to be of use to city officials in their current work. He has made an inventory of the books heretofore considered indispensable for the various division heads in the borough of Manhattan, department of water supply, etc. He has analyzed the reports made by engineers and other experts to the Board of Estimate and Apportionment preparatory to the voting of funds, and noted (a) what bibliographical data were consulted in the preparation of these reports; (b) what additional material was available but not used; (c) what further material should have been available and consulted if the city was to reach its conclusion in the full light of its own experience and the best experience of other cities.

Two former school superintendents and a former Bureau worker are making a study of the Wisconsin school system, particularly the

rural schools. Their report will deal with such subjects as curriculum, instruction in agriculture, salaries, cost of supplies and plant, attendance forms of records, etc. That theirs is really field training may be gathered from a letter just received: "The demands of this work cause one to live a rather strenuous existence. . . . Yesterday morning I took a train at 3.30 a. m., rode until six, drove into the country and returned at 12.15 this morning. It is not always as bad as this, but traveling in the frontier country is difficult. But there are many compensations."

A former health officer is working out plans for current cumulative health returns particularly as to transmissible diseases, with the aim of making it easy for health officers to keep before themselves statistical and graphic showing of where the problem lies in controlling infection.

Every man in training must have first hand contact with health and school problems and handling vouchers, warrants, budget estimates, etc.

Stipends of from zero to \$3,000 are being paid men in training. These stipends are not salaries but bridges, to enable men to get over from one specialty to the general practice of leadership in municipal business. No stipend is paid men just out of college.<sup>1</sup>

During the summer of 1912 special work will be conducted for school men wishing to supplement their previous training by a field study of the machinery and procedure of various departments in New York City. That is the season when New York prepares its budget and all summer students will be given at least a short course in preparation, analysis and explanation of budget estimates.

The opportunities for this form of training are as widespread as the need for efficient public service. The founders of the National Training School for Public Service had in mind at the outset that whatever merit there might be in training through doing would be enhanced in direct proportion to the necessity for doing the work which the student is to study. There may be expected to be hundreds of thousands of young men and women, some of them in high schools, some of them in colleges, others in technical schools, who will be learning the science of government and practicing the science of government in their own localities from one end of the country

<sup>1</sup>Further information will be gladly sent upon request to Training School for Public Service, 261 Broadway.

to the other. The time will certainly come when engineering schools will expect every graduate to have had field experience in municipal or other public engineering; when medical schools will expect every graduate to have had field experience in municipal or other public medicine; when lawyers will be required to know and to have applied administrative law to their immediate localities; when college and high school graduates will not be considered equipped for the duties of citizenship until they have had field experience in government methods. As men are trained to do public business efficiently and as others are trained to require the efficient doing of public business, even political parties will see that it is to their interest to utilize men able to do jobs well.